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ABSTRACT

The staff development plan presented in this paper was developed in 1989 at El Camino College (ECC) in compliance with California Assembly Bill (AB) 1725. The first sections describe how AB 1725 funding will be used to enhance staff development at the college, report the results of several needs assessment activities conducted to determine the staff development needs of faculty, administrators, and classified staff, and identify the major goals and objectives of the program. The next sections describe the major components of ECC's staff development program (e.g., in-service training, minigrants, conference funding, high technology training, and computer technology), the money budgeted, and the timeline of activities planned for each category. Attachment A of the plan reports on the results of a workshop for classified staff and faculty on "Education and Retention." A summary is provided of the comments of Dr. Vincent Tinto regarding the the importance of personal contact with students, a commitment to students, and a commitment to education. Faculty and staff members' areas of concern and recommendations for the improvement of education and retention are also presented. The final step step of the program gave all staff the opportunity to submit proposals for in-service programs, applications for conference requests, and mini-grants for innovative projects and research. A second attachment (attachment B) contains instructions and application forms for a variety of staff development opportunities. (JMC)

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EL CAMINO COMMUNITY COLLEGE DISTRICT

AB 1725 HUMAN DEVELOPMENT RESOURCES PLAN

1989-1990

* INTRODUCTION
* NEEDS ASSESSMENT
* GOALS AND OBJECTIVES
* MAJOR COMPONENTS
* BUDGET ALLOCATION
* ACTIVITIES TIMELINE

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SUBMITTED BY THE COLLEGE STAFF DEVELOPMENT ADVISORY COMMITTEE
OCTOBER 15, 1989

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EL CAMINO COLLEGE

INTRODUCTION

The comprehensive staff development program at El Camino College is coordinated through the Staff Development Office and designed to meet botht the personal and professional needs of instructional, administrative, and classified staff by initiating, developing, and offering a variety of activities for each group. Some in-service programs are specific in nature and intended for a particular group. However, many are general in content and attended by both faculty and staff.

The major goals of the program are to support the instructional process, improve student outcomes, enrich the college community, improve organizational dynamics, and increase job satisfaction.

Prior to the passage of AB 1725, El Camino College had separate management, faculty and classified staff development committees whom worked closely with the staff development coordinator in the planning of campus staff development programs. In compliance formed with representation from each of the above mentioned committees. The committee, since January of 1989, has assessed, developed, successfully implemented, and evaluated the activities as set forth in the 1989 Human Development Resources Plan. All final AB 1725 funding is administered through this committee.

The committee members are:

Donna Manno, Staff Development Coordinator - Chair

Management - Jess Carreon, Vice President - Instruction
Irv Drew, Dean - Math and Physical Sciences
Lynn Solomita, Director - Personnel

Classified
Carol Carlos, Administrative Secretary
Ann Collette, Curriculum Technician
Maria Chovan, Articulation Officer

Faculty
Jack Clarke, Industry and Technology
Ray Lovell, Special Resource Center
Bernie Rang, Humanities

NEEDS ASSESSMENT

A Cultural Inventory Survey was administered to employees attending the customer relations workshops - "Building a Service Oriented Campus", in the spring. The intention of the survey is two fold - 1) it will serve as a baseline assessment with the intention of administering the same survey in the fall of 1990; 2) it also will indicate areas where staff development programs are needed.

In May, Dr. Vincent Tinto spent a day and one half working with classified staff and faculty on "Education and Retention." Each group identified areas of concern and recommendations for the improvement of education and retention. (See Attachment A) Each of the sub-committees (faculty, classified and administration) will identify goals and needs as follow-up activities for this year.

A needs assessment survey was sent to all classified staff during the summer. Programs for classified will be identified and implemented from the survey results.

In late spring all staff were given the opportunity to submit proposals for in-service programs, applications for conference requests and mini grants for innovative projects and research. (See Attachment B) Eleven mini grants were funded for 1989-90 and six program proposals will be implemented.

The advisory committee is responsible for reviewing and approving applications for funding of conferences, program proposals, and mini grants from administrative, classified, and instructional staff. Priority will be given to proposals and applications which meet the goals and objectives in the Human Development Resources Plan and the authorized uses of AB 1725 funds as set forth in ED code section 87153.

EL CAMINO COLLEGE DISTRICT
STAFF DEVELOPMENT GOALS AND OBJECTIVES (1989 - 1990)

"To Meet the Challenge of the Changing Community College Environment in the 1990's with Quality Management, Instruction, and Support Services".

GOALS

I To enhance management, instructional and support staff skills

II To address the changing demographics/cultural diversity

III To improve student retention and transfer rates (especially the underrepresented student)

IV To address the changing technology

OBJECTIVES

(1) Implement in-service training programs for faculty, management, and staff.
(2) Administer a competitive mini-grant fund for innovative projects and research.
(3) Send faculty and staff to off-campus workshops and seminars which address institutional planning research and staff development.
(4) Conduct retreats for management, faculty, and staff.
(5) Development a Teaching/Computer Resource Center.
(6) Promote classroom research in support of instructional improvement and increased student outcomes.
(7) Continue implementation of computer technology in offices and classrooms.
(8) Retraining in high technology areas.
(9) Establish intersegmental exchange programs.

EL CAMINO COLLEGE 1989/90 AB 1725 HUMAN DEVELOPMENT RESOURCES PLAN

The eight areas listed below constitute the major components of El Camino College's staff development plan to be funded through AB 1725. The plan, while supplementing some existing programs is basically designed to develop and implement new programs. Goals, objectives and activities have been established in order to create direction and purpose for programs implemented through June of 1990.

1. IN-SERVICE TRAINING for all faculty and staff addressing the goals and objectives as set forth in the Human Development Resources Plan.
2. MINI GRANTS for innovative projects (faculty and staff) and research (faculty only).
3. CONFERENCE funds for staff/faculty to attend off-campus conferences, workshops, and seminars which address institutional staff development needs in conjunction with overall research and planning.
4. HIGH TECHNOLOGY TRAINING funds for faculty to attend workshops and training in high technology areas which will have a direct impact on classroom teaching.
5. COMPUTER TECHNOLOGY - Continue and maintain training for faculty and staff.
6. SUPPORT RESOURCES - supplies, equipment, and clerical support needed to plan and implement HDR plan.
7. CONSULTANTS - for assessment, research, planning , and evaluation of staff development programs.
8. INSTITUTIONAL MEMBERSHIPS in organizations that will benefit the entire college.

EL CAMINO COLLEGE 1989-90 AB 1725 HUMAN DEVELOPMENT RESOURCES PLAN
BUDGET ALLOCATIONS

The budget allocations listed below are for projected programs for the fiscal year. Expenditures will be evaluated in February, 1990 to determine if transfer of funds are necessary (i.e. money may be transferred from low/no use areas to where needed).

1. IN-SERVICE TRAINING for all faculty and staff addressing the goals and objectives as set forth in the Human Development Resources Plan.....$15,000
2. MINI GRANTS for innovative projects (faculty and staff) and research (faculty only).....$20,000
3. CONFERENCE funds for staff/faculty to attend off-campus conferences, workshops, and seminars which address institutional staff development needs in conjunction with overall research and planning.....$8,000
4. HIGH TECHNOLOGY TRAINING funds for faculty to attend workshops and training in high technology areas which will have a direct impact on classroom teaching.....$25,000
5. COMPUTER TECHNOLOGY - Continue and maintain training for faculty and staff.....$8,000
6. SUPPORT RESOURCES - supplies, equipment, and clerical support needed to plan and implement HDR plan.....$14,000
7. CONSULTANTS - for assessment, research, planning , and evaluation of staff development programs.....$1,000
8. INSTITUTIONAL MEMBERSHIPS in organizations that will benefit the entire college.....$500
9. CONTINGENCY FUNDS.....$4,693

TOTAL.....$96,193

EL CAMINO COLLEGE STAFF DEVELOPMENT PROGRAMS ACTIVITIES TIME LINE
1989-90

PROGRAMS	GROUP	JU	AG	SE	OC	NO	DE	JA	FE	MA	AP	MA	JU
Assessments	C		x										
Workshops (computer skills)	F			x	x	x							
Total Quality Management	A	x	x	x	x	x	x	x	x	x	x	x	x
Academic Senate Retreat	A				x								
Mini Grants	A	x	x	x	x	x	x	x	x	x	x	x	x
Conferences	A	x	x	x	x	x	x	x	x	x	x	x	x
Programs to be implemented	A	x	x	x	x	x	x	x	x	x	x	x	x
Advisory committee meets	A	x	x	x	x	x	x	x	x	x	x	x	x
Classified committee meets	C	x	x	x	x	x	x	x	x	x	x	x	x
Faculty committee meets	F	x	x	x	x	x	x	x	x	x	x	x	x

A = All employees - Management, faculty, staff
C = Classified
F = Faculty

ATTACHMENT A

EL CAMINO COLLEGE
Office of the President
Notes Taken at Staff Development Meeting
With Dr. Vincent Tinto
May 4, 1989

Dr. Tinto said he is here to share his work and research regarding student development and retention and said he would be talking about the principles of effective retention. He urged participants to call him at his office at 315-443-3450 or home 315-472-2981 if, after he has returned to New York, they have questions or wish to pursue ideas discussed today.

Dr. Tinto reviewed statistics showing that more people leave colleges than finish. He said that 47% of the students who enroll in 4-year colleges actually finish and approximately one third of the students who enroll in 2-year colleges finish. He reviewed the many reasons students leave college which include intentions, commitments, adjustments/transition, academic difficulty, uncertainty, congruence (boredom, dissonance, irrelevance) and isolation.

He noted that some colleges have a very high percentage of graduates--Harvard and Notre Dame graduate 90% of their students. He said this can be explained in part by who the students are--some of them will receive their inheritance based on their successful completion of a four-year college course. He noted that Foothill College, a California community college, has a 60% retention rate.

Dr. Tinto stressed that there is no such thing as a college dropout. People leave for many reasons and will return when and if it is right for them. He spoke of his own leave, after studying physics, to serve in the Peace Corps and then his return to college to study sociology.

Dr. Tinto spoke of three ways to promote retention:

1. Personal contact with students. Integrating students into fabric of institution. All students, not just some--not just the ones who ask for help. He said we should try to build a community for students.

   He said that the more personal contact the student has with staff and faculty, the more satisfying it is and the more likely students are to stay in school. That is why successful programs reach out to students.

   Dr. Tinto spoke of a study where Admissions Officers identified the highest risk students and researchers talked with 300 to 400 students. The study showed that some students were tenacious--they would not give up. Others mentioned a 5 or 10 minute conversation with a member of the faculty or staff that encouraged them to stay. He said the researchers often heard the attitude that "I didn't leave, I just didn't go back." The students expressed frustration with not being able to meet with members of the faculty. Dr. Tinto said that good programs see that no students are left out.

Dr. Tinto spoke of typical orientations and fancy brochures that promise to serve students but when the students need help it is not available. He said successful programs make sure students have access to services. He said students make their judgments on day to day contacts with faculty and staff.

2. Be committed to students.

   Dr. Tinto said that educational institutions should make sure that all students can learn and grow as well as they are able. He noted that successful programs require student assessment, orientation, supplemental study, mentoring and student contact. He noted that racial, ethnic, cultural and sexist issues can all effect commitment to students.

   He spoke of the importance of an early warning system for students and a network between faculty and staff to help individuals.

3. Be committed to education. Point is not to keep students, but to assure that <u>all</u> students are able to learn.

In answer to questions from participants, Dr. Tinto said that when talking with students, you need to strike a balance between being helpful and getting involved. He noted the importance of knowing to whom a student can be referred. He said this balance is also necessary when an institution provides services for a particular group of students. He said there are times when a change in institutional structure is necessary. He noted that the District's involvement with Total Quality Management will be helpful in identifying and instituting changes of this type.

Dr. Tinto said that "undecided" or students without a declared major are sometimes penalized. He noted that approximately 30% of the students who start in a certain major change their minds. He said only about half of the people work in the field they started to study.

/kao
misc105

EL CAMINO COLLEGE
Office of the President
May 4, 1989

Group Recommendations from the Classified Staff

Dr. Tinto distributed information describing situations encountered by three different students who had enrolled in college. The group discussed these situations and then made suggestions regarding factors that are most critical to student retention. Advising, orientation, adult reentry center, commitment, parents, financial aid, monitoring, freshman-year courses, teaching, faculty and staff training, were among the topics. From these the group decided on the four most important to be used in group discussions. The four chosen were Advising; Faculty/Staff Training and Orientation; Monitoring and Follow Up; and Quality of Teaching.

The four groups spent time discussing their topic and came back with the following recommendations. After each recommendation Dr. Tinto has added his comments.

ADVISING

1. Information sheets are available that answer many students' questions. These should be available to all divisions. There should be a training session for staff members so they will know where to refer students.

2. Drop-in Advisors should be available through the day and into the evening.

3. Career and personality tests should be used as a tool to help all students.

4. Suggestion boxes should be provided in each area.

Dr. Tinto said there is a movement in the country toward freshman-year courses. These are often very efficient in ensuring that all beginning students get some consistent advisement--both development and program advisement. Faculty members who run these classes are trained to do a certain minimum level of advising. Some faculty members don't like advising; some are not trained to do it. Who should be advising students presents another question. Mr. Wes Habley, American College Testing (ACT), has a big program for training faculty members in the skill of interacting with others. Some institutions provide release time for a faculty member in each program to be the advisor for the program then students will know there is a person to go to for the right information. Advising is a critical issue.

MONITORING

Group defined monitoring as "Early identification and follow up of areas of student concerns as a member of the ECC family."

1. Encourage all staff to take an active interest in identifying possible areas of student concern.

How - development of orientation to all staff on monitor/follow up.
- on-going interpersonal skills sessions.
- training/implementing a welcoming setting on the "first" encounters.

Why - to develop and enhance a collaborative/cooperative environment throughout the campus.

2. When an area of concern is identified, an established formal process of referral, with followup, shall be implemented.

How - Develop/utilize some tool or form that is easy to use and has information that can be tracked to determine timeliness of intervention.

Why - To provide a tool that encourages a high-energy, warm, welcoming, nurturing environment.

- can "see" work ... build relationships.

3. Student input will be actively requested and encouraged to assess effectiveness of referrals.

How - Form the student can respond on.
- Exit/entrance interviews.
- Focus dialogues--encouraging student views to be expressed.

Why - To determine student satisfaction with ECC, which in turn would improve the student body health (retention).

Dr. Tinto said it is important to monitor and forms are available to assist that effort. They should be distributed to incoming students during the first semester and again when they leave. He said the important question is what is done with the data that is gathered. He stressed the importance of using the data to improve service offered to students. It should be known by all that it will be used for program improvement. He said it is difficult to find the reasons students don't finish their studies--surveys mailed to students get a low response rate and those who do respond are usually those who are the most and least satisified. He also noted that many people are reluctant to put their concerns in writing. He said it is best to have a focused dialogue with students to find out what makes them stay after the first year.

FACULTY/STAFF/ADMINISTRATOR TRAINING

1. Learn student's skill level.

   a. Training faculty/staff to better identify warnings so student can be referred to appropriate service.
   b. Make service more available and visible on campus which would allow student to take advantage of services (College fairs, etc.)

2. Customer Service

   a. Student/client point of view.
   b. Streamline interdepartment sevices for better communication.

3. Develop a better referral system/information network.

   a. Ensure that information is consistent.
   b. Have campus reference manuals available to student workers and staff.
   c. Manned information centers across campus to direct students/parents around campus.
   d. Streamlined ready-to-use manual for referrals.

Dr. Tinto said that training applies to all members of the institution. He said some states are moving toward accountability for value added assessment. They are requiring colleges to measure how much students are learning. He said colleges should implement plans to make this kind of assessment now before it becomes a requirement.

He said it is important to reward people for their involvement with students. He said he believes in public reward--ceremonies, pictures etc. An institution should let people know their efforts are worthwhile.

TEACHING

1. Knowledge of teacher vs. ability to convey. Pacing of curriculum to suit both advanced and moderate students. Also to interest all.

   Monitoring of teacher ability:

   a. Student interview/evaluation - 3rd or 4th week of classes to weed out students who have personal problems vs. teacher problems.
   b. Teacher training sessions.
   c. Assessment and mentors for teachers.
   d. Better hiring criteria for both full- and part-time teachers.

2. Retraining fairly--no singling out or attacking.

   Refer to Administration.

3. Follow up by teachers: Why is a student failing?

   a. Calls and/or cards listing office hours and location.
   b. Student teachers (work study) doing follow up and/or tutoring.
   c. Counselors available and seeking out problem students. (Networking between faculty and counselors.)
   d. Realistic goals for time needed and allotted for problem solving. (Quotas vs. involvement) Work study students as counselors.
   e. Handbook of services in circulation to all staff.

Dr. Tinto agreed that booklets regarding services offered are useful and said it is important that the information be kept updated. He said the information should be kept in a streamlined form for easy reference and that complete procedures manuals could be kept in the offices that need more detailed information.

Dr. Tinto spoke of a book written by John Roueche, "Access and Excellence," which discusses teaching excellence. He said cooperative learning and learning committees (clusters of 4 or 6 people are given an assignment to work on together and then go back to the class to debate their findings) are good new teaching methods which can be used very effectively. He said this requires that students become engaged in their own learning--they are forced to participate in a greater range of activity between faculty and other students.

He spoke of the difficulties inherent in assessing teachers. He said perhaps it would be better if faculty members were required to provide evidence of student learning.

/kao
misc105b

EL CAMINO COLLEGE
Office of the President
May 5, 1989

Group Recommendations from the Certificated Staff

Members of the Faculty divided into separate groups to discuss Counseling, Early Warning Assessment, Faculty Advisors, Orientation, Remedial/Learning.

Counseling

I. Counseling Service Expansion
   a. Involve faculty as advisors.
   b. Faculty advisors as part of follow up and monitoring.
   c. Hire more Counselors.

II. Assessment/Placement - Interest/Aptitude/Vocational
   a. Before registration.
   b. Schoolwide system for implementing prerequisites.

III. Communicate to faculty the services available for students and how to identify high risk students for early contact.
   a. Newsletter
   b. Brochure
   c. Workshops

Early Warning Assessment

Note: The following list does not identify issues relative to importance nor is it a refined consensus. The list was compiled by the order of participants in a circle and the interaction that developed to ideas expressed. A second work period for the group to review, refine and prioritize from this outline would be desirable.

Caveat: Early warning devices should be easy, fast, and effective for students and staff.

1. Placement Testing: A variety of data gathering and counseling in advance of registration within class early warning evaluations. Use of faculty during registration as used in Math at a previous time.

   a. Professional early warning forms for teachers to use in first few weeks. Check-off list.
   b. Student self-report form. Third week of school.

2. Identification of student: Availability of relevant information about student, hours working, language problems, issues that impact success of program efforts.

   a. Access to mailing labels for classes.
   b. Easy access to phone and addresses of students.
   c. Follow up and tracking of individual students to assist in counseling and teaching.
   d. Reduced class load for more personal contact.

3. Counselors paired with faculty: remove isolation by specific strategies requiring connectivity.

   a. Information exchange about current data on issues and information about student population.
   b. Guidance from professionals for faculty. What-Where-Why.
   c. Referrals, immediate identification and action.

4. Response Services: How to get the right students to the right person for assistance.

   a. Directory of services with relevant data: hours, names, limitations.
   b. Workshops: Identify issues and cures for faculty.
   c. Peer Counseling.
   d. Hot Line for students.
   e. Hot line for teachers.
   f. Tracking and follow up.

5. Research: We need to collect and distribute information about students, methods, issues and about results.

   a. Will 1725 require this type of research or must we go further?
   b. Study guides for placements tests for students.
   c. Study guides for placement tests for all teachers in departments that have tests.

6. Faculty: Identification of issues and availability of resources to inform faculty.

   a. Training/Opportunity/Response.
   b. Motivation/Tools/Techniques/Rewards.

7. Information: Easy, fast access to information. Administrators seem fearful to make information available to the faculty.

   a. Access to data via electronic methods.
   b. Access to electronic networks.
   c. Access to research data and materials.
   d. Access to contemporary methods and processes.

Faculty Advisors

1. Formal. Should be done by volunteers. (Kriss Powell did a study which showed that lack of compensation, lack of training, and lack of support discouraged volunteers.) These volunteers should have compensation, training, support in a formal way. They should also receive the information received by Counselors (brochures, correspondence, etc.).

   Counselors recommend students to contact faculty advisors (or any previously identified faculty in the department). Counselor to act as liaison and supply office hours, location, telephone number and other information needed about the faculty advisor.

2. Informal advisement. Connected with orientation.

   a. Faculty meet with students/department orientation and introduction during office hours.
   b. Individual faculty meet with small group of students and that faculty stays with students for at least 1 or 2 years.

3. Classroom/Faculty Advisement. Develop a "united front." Tom Storer has article on "Ideal Behavior of Teachers/Students and Alternatives Abstracts on Expected Behavior of Teachers/Students.

   Flex Calendar would provide days for department orientation and faculty advisement.

4. Night Time. Some mechanism for students to receive faculty advisement. Part-time teachers should have a compensated office hour.

Orientation

1. Department Orientation. Department should plan one day/hour orientation strategies.

   a. To develop a routine plan within department.
   b. To plan combined class orientation.

   Implementation:
   1. Training Sessions.
   2. Planning Sessions.
   3. Include Counselor in Sessions.

2. Classroom Orientation. Entire period. Instructor presents orientation for specific class and some general information.

   Implementation:
   1. School policy: Each class meets full period.
   2. Select typical freshmen classes for certain general college and department information.

3. Video Presentation: To supplement orientation.
   a. To jazz up present video.
   b. To role-play typical student problems and solutions.

4. Staff Development
   a. Classroom strategies to retain students, especially first-semester students.
   b. Tips for presenting orientation.

5. Change title "Orientation" to something more appealing, such as "Surviving College."

6. Add to English Placement score cards a grade level to present a realistic situation so students can correlate their scores to grade level requirements for specific courses.

Remedial/Learning Center

1. Space needed for remediation (English Writing Center).

2. Cooperative Learning Center.

3. Don't call it remediation.

4. Faculty tutoring program.

5. Coordination of faculty for tutoring.

6. Must look for individual learning center.

7. Look at one hour office office hours for tutoring.

8. Each division provide a learning center.

9. Peer counseling/networking. Build system of peer tutoring.

10. Get rid of idea of remediation into concept of help.

11. Strong person for employment in Learning Center (Faculty member or Administrator.

12. Supplementary course to go along with course to help the student.

13. Centralized center to be under the direction of a certificated faculty member.

14. Some type of college readiness programs in the summer.

15. Extension of hours (evening program).

16. Tap resources (our faculty).

17. Have to sell it to the faculty and must have the necessary resources.

18. Climate and image needs to be upgraded.

19. Promotional idea that remediation is bad.

20. Some type of tutor/faculty contact.

21. Centralization of Learning Center into one area (satellites).

22. Cooperative Learning Center-Atmosphere-Attitude-Accessibility.

Dr. Tinto commented on the suggestions made by the 5 groups as follows:

Early warning devices are important and they should be simple and easy to use.

Information regarding services for students should be readily available to all faculty and staff and it should be kept updated. He said the "hot line" where a student can call when they have questions is a good idea.

Learning assessment is going to come. A number of states do assessment now; in some states it is mandated. California is moving in that direction; it is in the District's best interest to develop its own plan for assessing what students learn. If it comes to a statewide system the universities will have more influence over the method used than community colleges.

Consistency and correctness in advising students are very important. Students should know where to get information.

Wes Habley, American College Testing, is one expert in the field of training people in the art of advising students.

Even good orientation programs can be expanded. Suggested asking the question, "What do beginning students need to know so that they can become effective learners?"

There is a movement across the nation to require that new faculty members spend a 3 or 4-week period learning skills to help them be better teachers. New faculty members should have knowledge of learning styles and teaching techniques. They should learn more about cooperative learning and learning committees. El Camino College could lead the way in providing this training to new faculty members.

Incentive and reward--good will can only go so far.

Remember that students have gone to a lot of effort to be in class--respect their effort and make it worthwhile. If you have students who attend classes at night, services they need to succeed should be available for them.

Learning Centers are important. Carol Cashin, University of Milwaukee, is active in this field.

Goal is education. How do these programs impact education? What is it like for a student to come here to learn? How could we alter the process? Ask students to describe what their first year here has been like. There should be a consistent way of doing this.

EL CAMINO COLLEGE

Staff Development Office

PROPOSALS FOR STAFF DEVELOPMENT PROGRAMS

If you wish to submit a proposal for a staff development program (e.g training, workshop or seminar)to be implemented during the 1989-90 year, please submit the proposal to the appropriate sub-committee as soon as possible.

Management Development	**Jess Carreon**
Faculty Development	**Antoinette Phillips**
Classified Development	**Donna Manno**

Each proposal will be review by the subcommittee before being submitted to the Staff Development Advisory Committee. Please allow at <u>least three weeks</u> for this process.

YOU MAY SUBMIT YOUR PROPOSAL FOR A STAFF DEVELOPMENT PROGRAM ON THE ATTACHED FORM. PLEASE INCLUDE THE FOLLOWING:

Brief Description

Benefit to the College

Target Group

Planned Activities/Presenters

Evaluation/Follow-up

Approximate Cost

The Staff Development Advisory committee will review proposals throughout the year, however they will be funded on a first come first serve basis.

EL CAMINO COLLEGE

Staff Development Office

PROPOSAL FOR A STAFF DEVELOPMENT PROGRAM

NAME: _____ **DATE:**_____

DIVISION/DEPARTMENT: _____ **EXT.:**_____

BRIEF DESCRIPTION: _____

_____

_____

_____

BENEFIT TO THE COLLEGE: _____

_____

TARGET GROUP

Faculty _____ **Management** _____ **Classified** _____ **All** _____

PLANNED ACTIVITIES/PRESENTER: _____

_____

_____

_____

APPROXIMATE COST: _____

EVALUATION: _____

_____

FOLLOW-UP: _____

_____

SD Form 1

EL CAMINO COLLEGE

Staff Development Office

CONFERENCE REQUESTS - GENERAL

Component 5 of the Human Resource Development Plan has funds for staff and faculty to attend conferences related to staff development and/or of institutional benefit. (e.g. AACJC, Great Teachers Seminar, State-wide Academic Senate, New Majority Administrators, and Leadership Conferences).

Anyone wishing to apply for these funds needs to:

Submit a completed Request to Attend a Conference form with a short memo stating justification for attendance and how it will benefit the institution. This should be send to the Staff Development Advisory Committee in care of the Staff Development Office. (You must allow three weeks for processing.)

REIMBURSEMENT

Completed reimbursement forms must be submitted through your department/division and sent to the Staff Development Office for account codes and signatures before forwarding to the Accounting Office.

If you plan to do Non-Stock Requisitions for travel, hotel, and registration prior to your attendance, all completed requisitions must be submitted to the Staff Development Office for account codes and signatures before forwarding to the Accounting Office.

EL CAMINO COLLEGE
Staff Development Office

CRITERIA AND PROCEDURES FOR HIGH-TECH TRAINING/WORKSHOPS

The following selection criteria and procedures have been established for full-time faculty to apply for funds to attend workshops and training in the high technology areas which have a direct impact on their classroom teaching.

APPLICATION ELIGIBILITY

1. Applicants must be contract full-time faculty

2. Limit of two applications per faculty member per school year

3. Training criteria to include at least one of the following in ECC high technology disciplines:

   3.1 New Technology
   3.2 New Equipment
   3.3 New Process
   3.4 New Skill

APPLICATION CRITERIA

1. Funding not to exceed $2500 for cost of workshop, travel and lodging (limit $125 food/lodging per day).

2. Funding minimum is $250 total.

3. Funding for workshop training only (equipment cost not provided)

4. Workshop trainings available only for ECC high technology. (disciplines in existing course curriculum or to be implemented in future through 50 courses)

APPLICATION REQUIREMENTS

1. The Request to Attend A Conference approved and signed by the division dean.

2. Written justification of training (integration of training into existing course or new course planned).

3. Proposal for providing in-house training for faculty.

4. Copies of workshop brochure description and application.

APPLICATION PROCEDURES

1. Submit applications to the Staff Development Office. (Allow a minimum of three weeks processing time.)

2. Include the following:

   Conference request form.
   Written justification.
   Written proposal for in-house training.
   Copies of training brochure.

SELECTION PROCESS

The final selection of candidates will be made by the subcommittee of the Faculty Development Committee using the following point system:

ECC high technology criteria	20 points
Justification of needs	10 points
Proposal for in-house training	10 points
Division support (supplemental funding)	5 points
Prior applications approved	5 points

EL CAMINO COLLEGE
Staff Development Office

GUIDELINES FOR MINI GRANTS

There are two types of mini grants available - Innovative project grants and Research Grants. Funding is available at three different levels within each of the mini grant categories.

Level A Funding - $500 plus a maximum of $200 expenses. The total is not to exceed $700.

Level B Funding - $1000 plus a maximum of $400 expenses. The total is not to exceed $1400.

Level C Funding - $1500 plus a maximum of $500 expenses. The total is not to exceed $2000.

INNOVATIVE PROJECTS GRANTS

Projects proposed by all instructional, administrative, and classified staff and divisions/departments are eligible for funding.

Examples of possible projects that would benefit the institution as a whole are:

(1) Preparation of a staff development course;
(2) Development of a method to streamline college operation;
(3) Completion of special off-campus training that would bring needed skills or expertise to the college;
(4) Research for an educational project that would have broad application such as retention, underrepresented students, interdisciplinary courses, etc.
(5) Development of instructional materials such as videos, computer programs, study guides, lab manuals, etc.
(6) Preparation of an externally funded grant proposal that would benefit many staff members.

Projects are not limited to these examples; each proposal is evaluated by the Staff Development Advisory Committee on the basis of its value to the institution or to the instructional process. Upon completion of the project, grant recipients prepare final reports for campus-wide dissemination.

SCHOLARLY RESEARCH GRANTS

Applications in this category are limited to contract faculty. The grant must be used for classroom research, research relating to current teaching responsibilities and/or development of innovative classroom materials. The recipient is expected to disseminate the results of his/her endeavors at the conclusion of the grant period by:

(1) submitting a paper to a professional journal for possible publication and distributing copies to the Staff Development Subcommittee, specified administrators, and the Board of Trustees,
(2) preparing an abstract or summary of the paper for dissemination at the college

PROPOSAL APPLICATION

Innovative Project Grant Proposals must contain the following:

Subject/Title
Explanation of need (needs assessment, statement of problem)
Outline of Goals and Objectives
Explanation of proposed solution (...we propose the following activities)
Expected outcomes
Plan of Evaluation
Dissemination
Budget Sheet (see attached)

Research Grant Proposals must contain the following:

Subject to be researched
Need for research in current teaching responsibilities
Activities planned
Measure effectiveness of project
Value to educational community
Budget Sheet (see attached)

APPLICATION TIME LINE

Applications for Fall 1989 Innovative Project and Research Grants are due in the Staff Development Office by Friday, June 12, 1989. Project approval notices will be send to applicants by the June 30, 1989.

SELECTION PROCESS

Each proposal is evaluated by the Staff Development Advisory Committee on the basis of its value to the institution or to the instructional process.

Selection for Innovative Project Grant is based on the following point system.

Explanation of Need for Proposed Project/Activity	(10 points)
Outline of Goals and Objectives	(10 points)
Explanation of Proposed Solution	(10 points)
Expected Outcomes	(10 points)
Plan of Evaluation	(10 points)
Dissemination	(10 points)
Budget	(10 points)

Total Point Value = 70

Selection for the Research Grants is based on the following point system.

Subject to be researched	(10 points)
Need for research in current teaching responsibilities	(10 points)
Activities planned	(10 points)
Measure effectiveness of project	(10 points)
Value to educational community	(10 points)
Budget sheet	(10 points)

Total Point Value = 60

EL CAMINO COLLEGE

STAFF DEVELOPMENT OFFICE

Innovative Project Grant Application

PROJECT TITLE: _____

_____

PROJECT COORDINATOR: _____

CO-PARTICIPANTS: _____

_____

_____

BEGINNING DATE OF PROJECT: _____ **ENDING DATE:** _____

BRIEF DESCRIPTION OF PROJECT OR ACTIVITY _____

_____

_____

_____

EXPLANATION OF NEED FOR PROPOSED PROJECT OR ACTIVITY
(Needs assessment, statement of problem, population served ,etc.)

_____

_____

_____

_____

_____

OUTLINE OF GOALS AND OBJECTIVES _____

_____

_____

_____

_____

EXPLANATION OF PROPOSED SOLUTION (we propose the following activities...)

_____

_____

_____

_____

_____

EXPECTED OUTCOMES _____

_____

_____

_____

_____

PROPOSED PLAN OF EVALUATION _____

_____

_____

_____

_____

DISSEMINATION _____

_____

_____

_____

_____

SD FORM 2

EL CAMINO COLLEGE

BUDGET SHEET

Estimated Expenditures for Staff Development Mini Grant

Research Grant_____ Innovative Project_____

Please note: receipts are required for all expenses

A. SECRETARIAL AND OTHER SUPPORT SERVICES _____

B. OPERATING EXPENSES:

1. Supplies _____

2. Equipment (including rentals) _____

C. COMMUNICATIONS:

1. Telephone _____

2. Postage _____

D. TRAVEL: _____

**(Estimate number of trips,
transportation cost
living accommodations, etc.)**

E. CONFERENCES/WORKSHOPS:

1. Travel _____

2. Registration _____

3. Perdiem _____

4. Other _____

F. STIPEND: _____
(Level A - $500; Level B - $1000; Level C - $1500)
Estimated number of hours total _____ # of weeks _____

TOTAL ESTIMATED BUDGET _____

*(N.B. Level A funding; stipend plus expenses not to exceed $700.
Level B funding; stipend plus expenses not to exceed $1400.
Level C funding; stipend plus expenses not to exceed $2000.*

SD FORM 4

EL CAMINO COLLEGE
Staff Development Office

RESEARCH GRANT APPLICATION

NAME_____

SUBJECT OF RESEARCH_____

_____

NEED FOR RESEARCH IN CURRENT TEACHING RESPONSIBILITIES

_____

_____

_____

ACTIVITIES PLANNED (institutions, libraries, universities, etc. where research may be undertaken)

_____

_____

_____

_____

_____

_____

_____

VALUE TO THE EDUCATIONAL COMMUNITY_____

_____

_____

_____

_____

SD FORM 3

EL CAMINO COLLEGE

BUDGET SHEET

Estimated Expenditures for Staff Development Mini Grant

Research Grant_____ Innovative Project_____

Please note: receipts are required for all expenses

A. SECRETARIAL AND OTHER SUPPORT SERVICES _____

B. OPERATING EXPENSES:

1. **Supplies** _____
2. **Equipment (including rentals)** _____

C. COMMUNICATIONS:

1. **Telephone** _____
2. **Postage** _____

D. TRAVEL: _____

**(Estimate number of trips,
transportation cost
living accommodations, etc.)**

E. CONFERENCES/WORKSHOPS:

1. **Travel** _____
2. **Registration** _____
3. **Perdiem** _____
4. **Other** _____

F. STIPEND: _____
(Level A - $500; Level B - $1000; Level C - $1500)
Estimated number of hours total _____ # of weeks _____

TOTAL ESTIMATED BUDGET _____

*(N.B. Level A funding; stipend plus expenses not to exceed $700.
Level B funding; stipend plus expenses not to exceed $1400.
Level C funding; stipend plus expenses not to exceed $2000.*

SD FORM 4

ATTACHMENT B

EL CAMINO COMMUNITY COLLEGE DISTRICT
STAFF DEVELOPMENT OFFICE

I STAFF DEVELOPMENT PROGRAM PROPOSALS

Guidelines/Application

II CONFERENCE/TRAINING REQUESTS

A. GENERAL CONFERENCE

Guidelines/Procedures

B. HIGH TECHNOLOGY TRAINING/WORKSHOPS

Criteria/Procedures

III MINI GRANTS

A. INNOVATIVE PROJECTS

Guidelines/Application

B. SCHOLARLY RESEARCH

Guidelines/Application

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